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17. ABSTRACT (MAX. 250 WORDS)

The position taken is that a pre-writing program of from approximately four to six weeks will aid children in developing the neuro-muscular coordination necessary in learning to write. Children are taught to trace and then reproduce various figures involving all of the basic strokes of manuscript. Examples are included. It has been found that success of the program depends upon the thoroughness of the presentation and the neuro-muscular maturity of the children.

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Suggested Prewriting Activities

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PHILADELPHIA 3, PA.

ED001019

TO THE TEACHER

An effective program of teaching handwriting requires the use of particular instructional aids. To insure the success of your program of instruction in handwriting, be sure you have assembled and use the following materials:

- Colored chalk
- White chalk
- Pencils for beginning writing
- A scribed lower section on each chalkboard in the classroom
  - The lower half of each chalkboard should be scribed with lines atleast 2½ inches apart.
  - Use a white pencil crayon, slate pencil, or magic marker to scribe the chalkboard.

The success of the pre-writing system presented depends upon careful and complete preparation and presentation of the material by the teacher. It is imperative that the children understand that pre-writing activities are not play activities. Each activity has a specific purpose and is designed to develop a particular skill of muscular coordination necessary to learning to write.

The following reminders will help your pre-writing program succeed.

- All pre-writing activities are teacher-directed lessons.
- Instruction begins at the chalkboard, and all initial practice is done with the children working at the chalkboard.
- Chalkboard practice lessons begin with direct finger tracing of the character on the board. Tracing with chalk follows direct finger tracing.
- The progression of lessons presented in the pre-writing activities which follow should be used.
- The materials presented in the succeeding pages represent samples of types of activities to be reproduced and developed by teachers. Practice with many activities of this type is essential.
- Coloring book outlines offer many varied patterns for tracers. Abilities involved in tracing and coloring within lines are important to coordination and muscular control for beginning writing.

The pre-writing program presented in the materials which follow usually lasts approximately four to six weeks. Since there is no correlation between intelligence and neuro-muscular coordination, the success of the program will depend upon the thoroughness of the presentation and the neuromuscular maturity of the children.

Educational Materials Laboratory
Office of Education
JUN 1965
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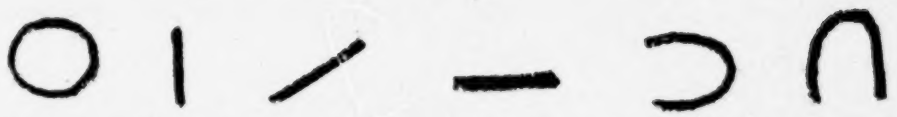
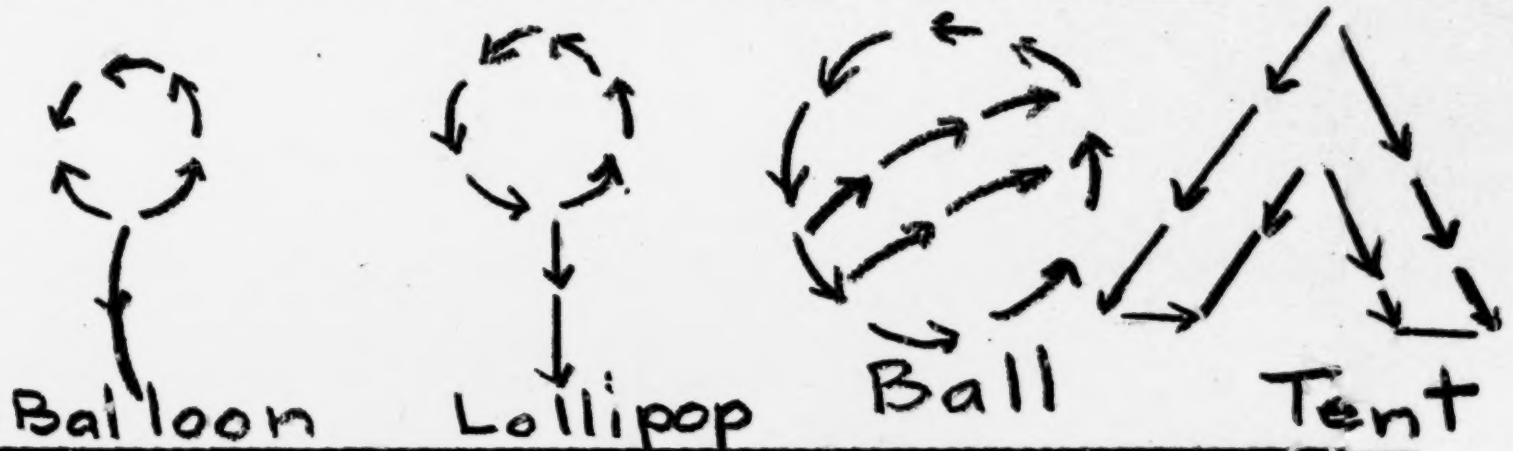
PRE-WRITING ACTIVITIES AT THE CHALKBOARD

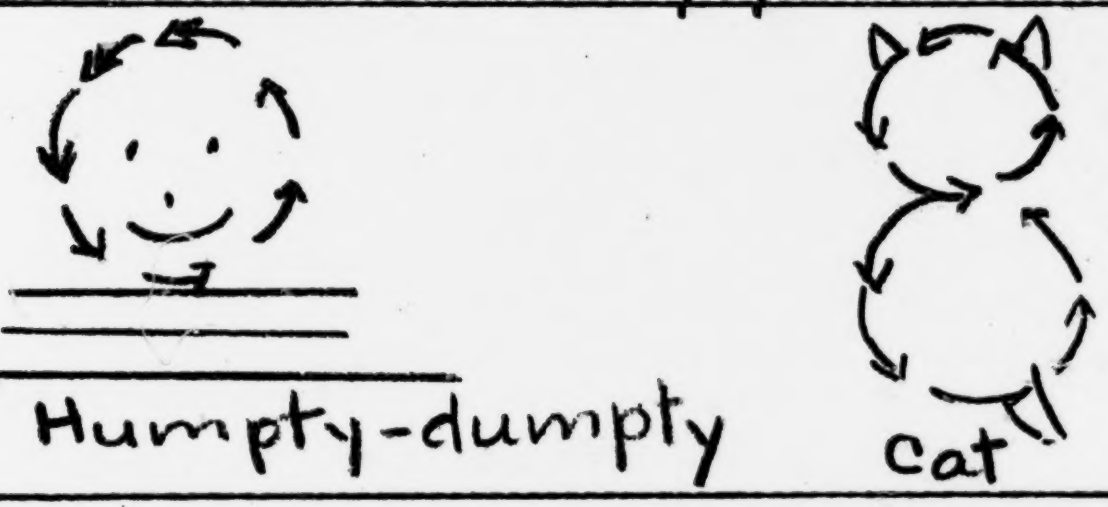
The basic strokes of manuscript are:



These can be developed at the chalkboard. However, before a child will write, he should be able to trace an outline and color within lines.

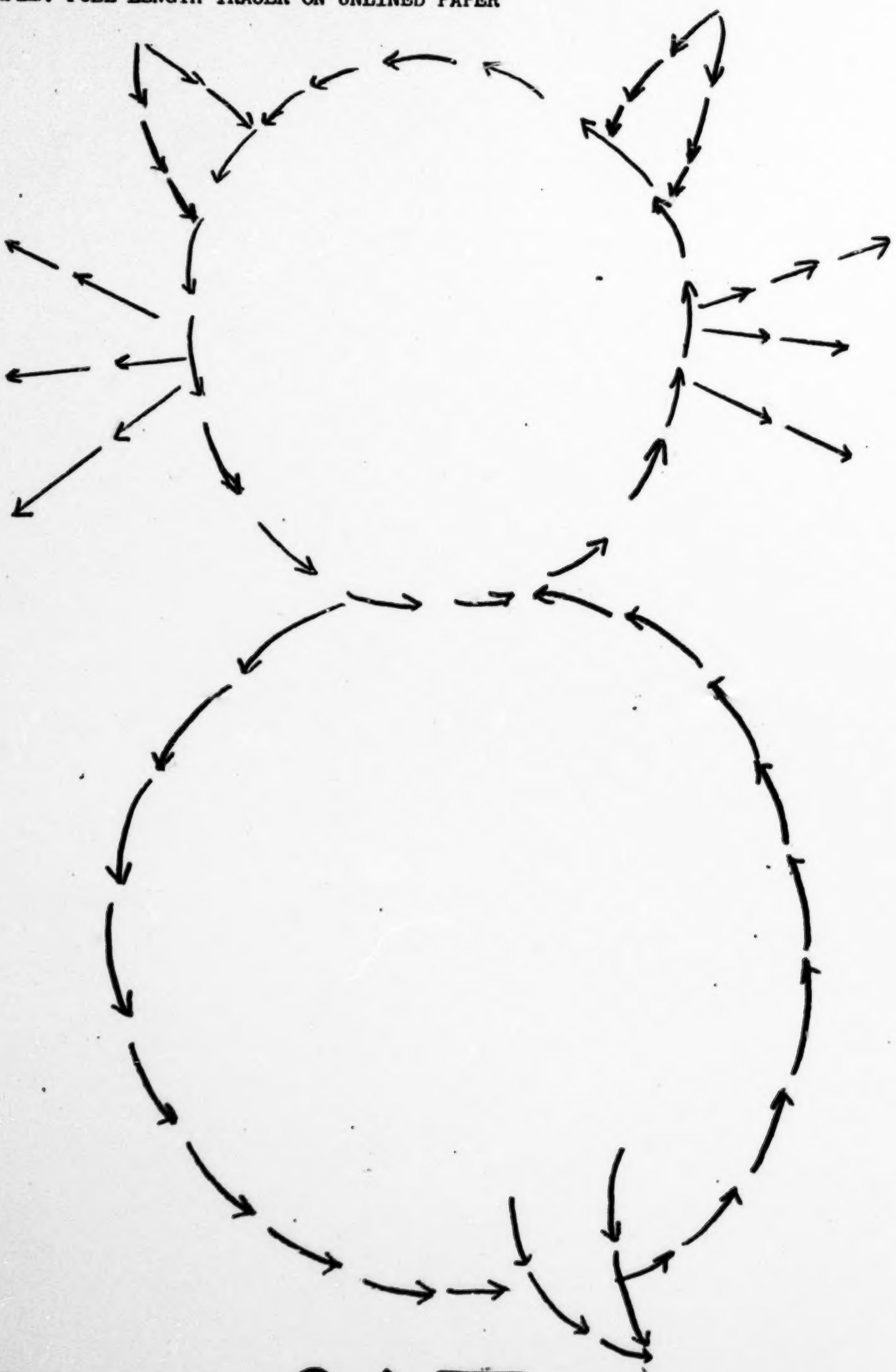
Trace at the chalkboard , first with the finger and then with chalk.



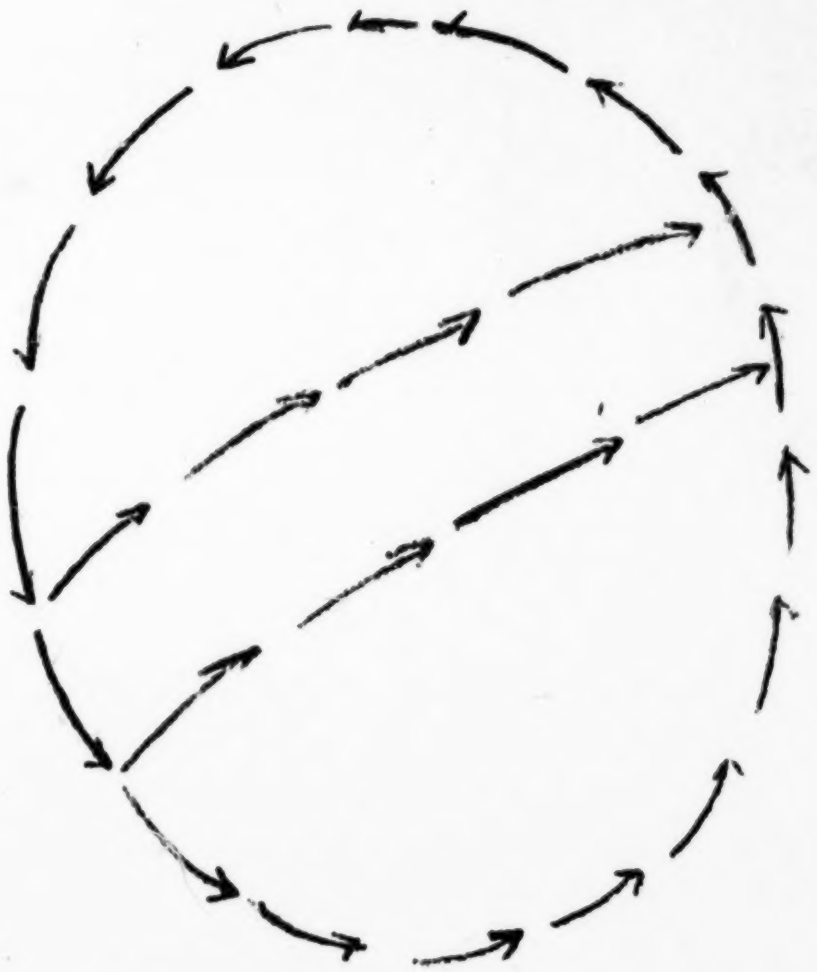


Later, similar figures are prepared, full paper length on unlined paper.

EXAMPLE: FULL LENGTH TRACER ON UNLINED PAPER

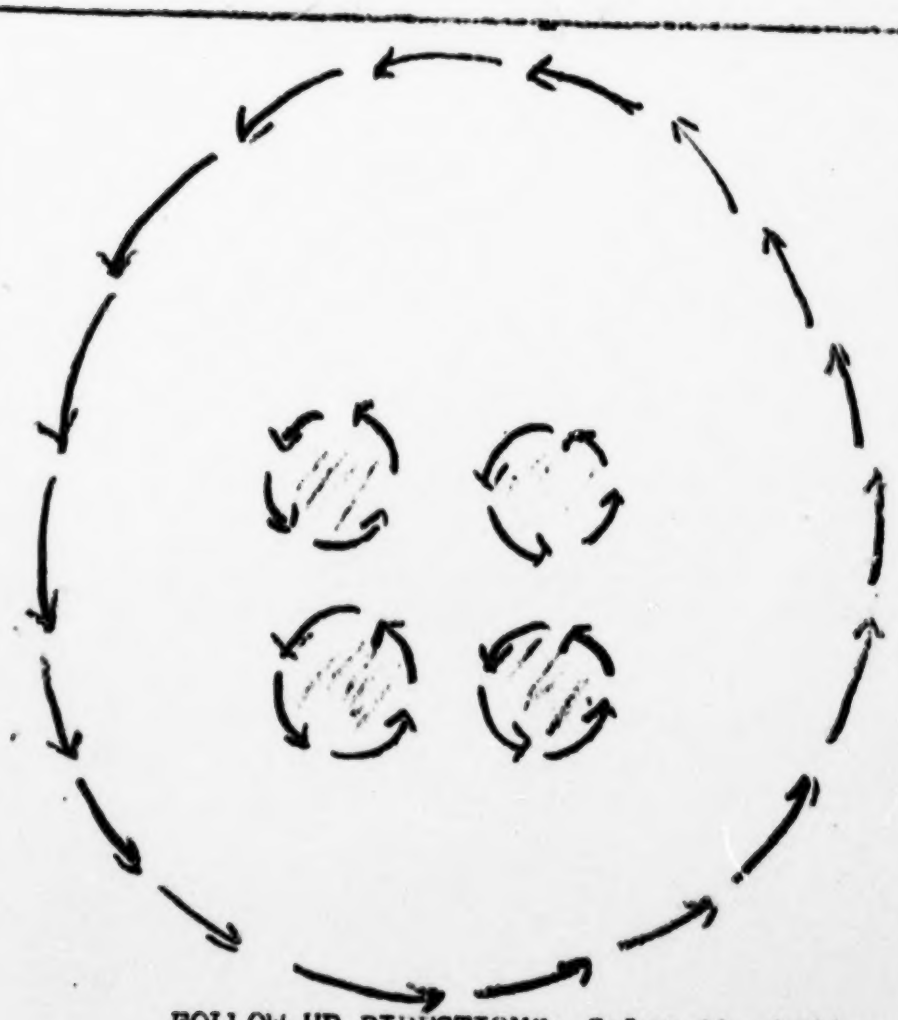


EXAMPLE: PRE-WRITING: ON HALF FOLD



MAKE ONE

FOLLOW-UP DIRECTIONS: Color the ball red. Color the stripe yellow.

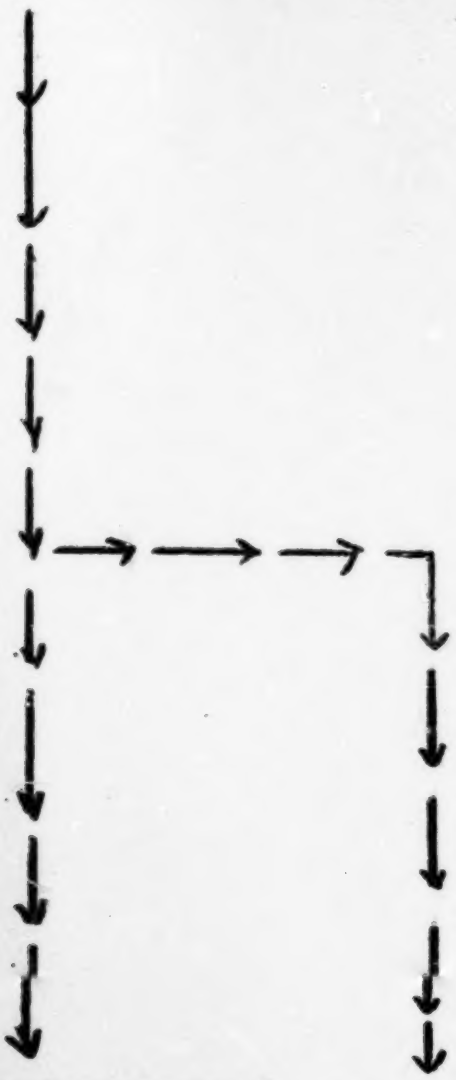


MAKE ONE

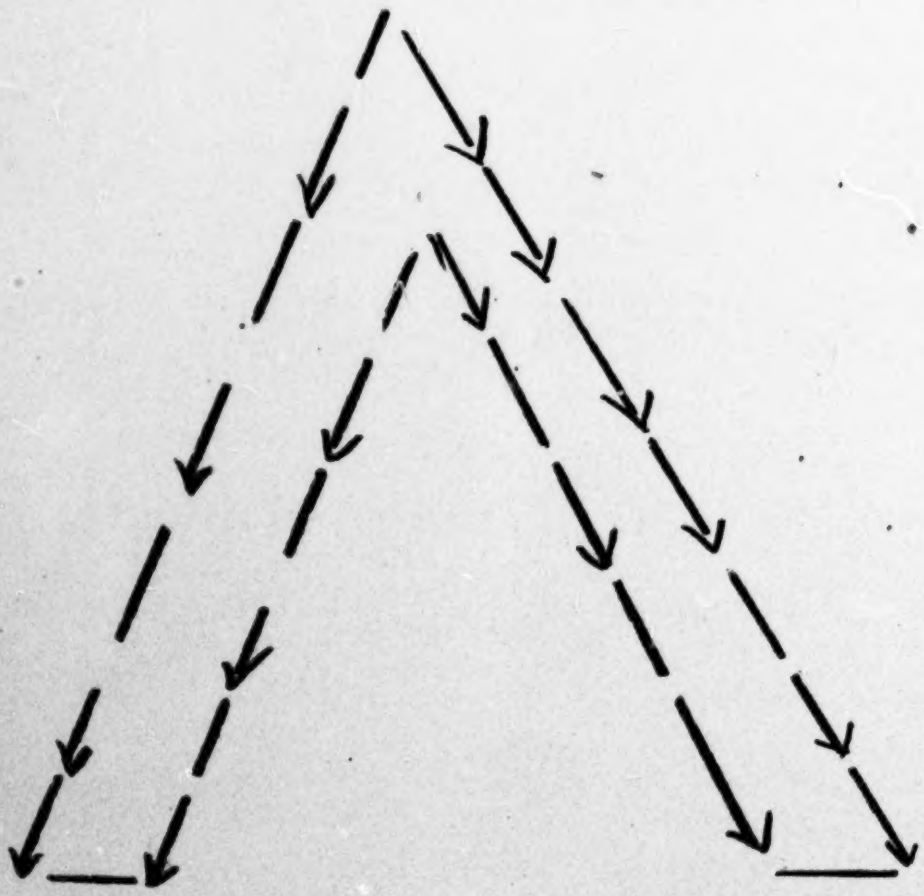
FOLLOW-UP DIRECTIONS: Color the button blue.

EXAMPLE: PRE-WRITING: ON HALF FOLD

MAKE ONE



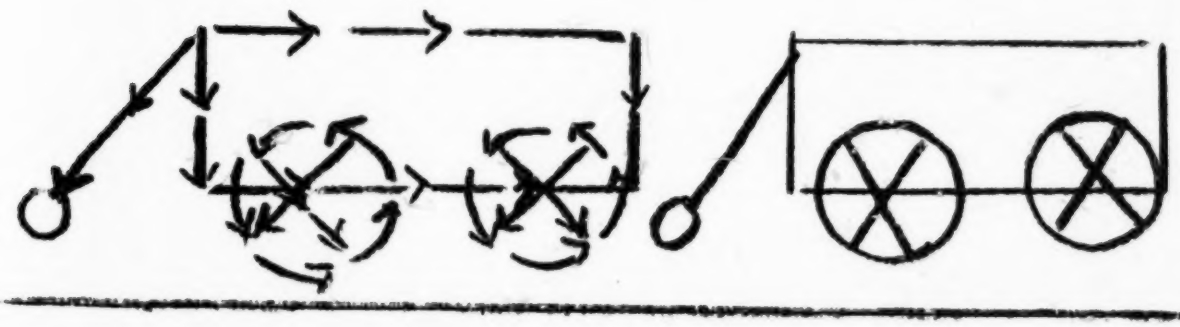
MAKE ONE



EXAMPLE: PRE-WRITING: ON QUARTER FOLD

TRACE AND COPY

Directions: Make one.



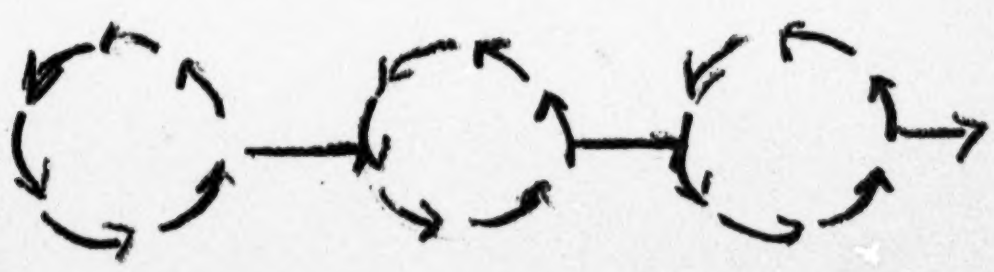
Directions: Make two.

(The house that Jackbuilt)

Directions: Make two. Color the apples red.

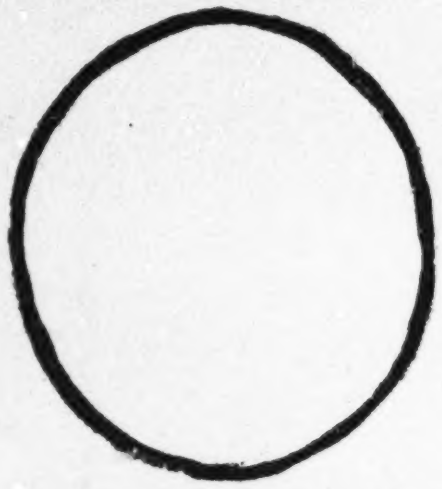
Apple

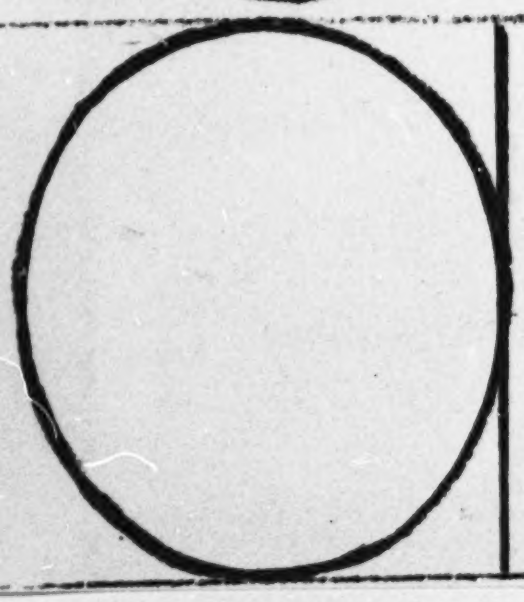
Directions: Finish the circles.



(Continue)

EXAMPLE: PRE-WRITING: QUARTER-FOLD: TRACE AND COPY





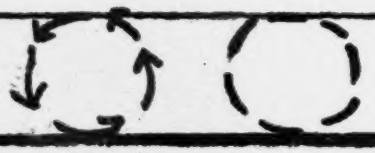
EXAMPLE: ONE INCH SPACING TO PRACTICE CIRCLE AND LINE

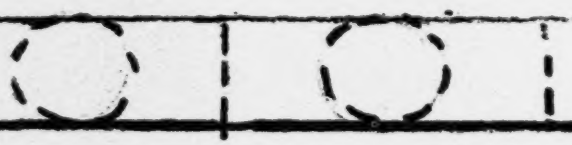
At the chalkboard first the children trace many times; then complete lines with direction.

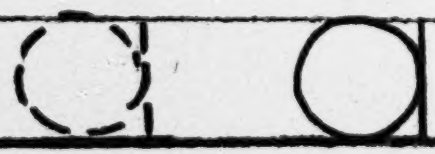
(child may print initials or first name in this space.)

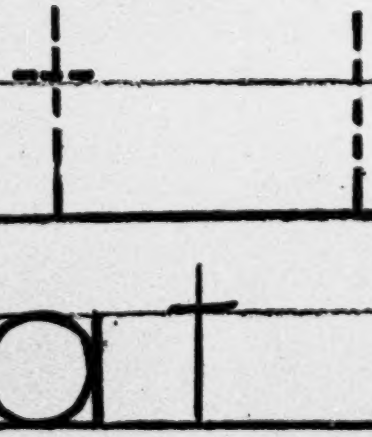
EXAMPLE. ONE HALF INCH SPACE: CIRCLE AND LINE Trace and continue.

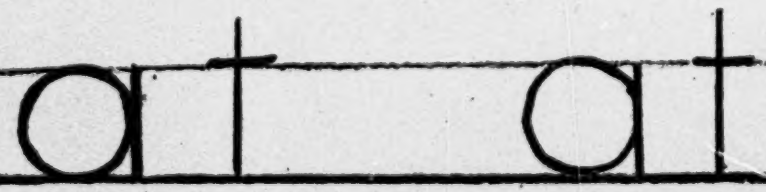
EXAMPLE: HALF INCH SPACE: BEGINNING OF LETTERS Trace and continue.











Directions: Use the sentence first in an experience story. Read sentence. Find the word at. Find at again on the page. Then proceed with tracing and writing. Begin the lesson at the chalkboard.